

Snapshots TODAY

Lesson Two – What You Want

Exploration Outcome: Identify 10 different personal motivations.

TODAY Snapshot Two Activity: Values Checklist

TODAY Snapshot Three Activity: Top 10 Motivations

Lesson Purpose

To expand student awareness of personal values and to have each student identify a top 10 snapshot of personal motivations.

Lesson Outcomes

Students will be able to:

- 1) Identify the values associated with simple decisions
- 2) Identify 10 different personal values
- 3) Recognize the common values of self and others
- 4) Combine personal interests and values into a list of 10 different personal motivations

Materials

- 1) The Snapshot Two activity from the Student Portrait Book
- 2) The Snapshot Three activity from the Student Portrait Book

This lesson seeks to provide students with a language for self-assessment of personal values. It also seeks to enable students to combine their top 10 interests and top 10 values into one Top 10 Motivations list. Students with a sense of what is personally important to them are more effective at course selection, post-secondary planning and career/life planning. If more students in your classrooms can clearly state what they want from their life, you will have achieved the goals of this lesson.

Introductory Activity (15 - 30 minutes)

- 1) Tell students that most people want to be happy, healthy and successful in their lives (however they define those words). Part of being happy, healthy and successful is to know what you want from your life. By the end of today's class, tell students you want each of them to be able to identify 10 different things they want (motivations) in their life.
- 2) Ask each student to get out a blank piece of paper. Ask them to write the letters (a) through (g) vertically down the page. Tell students to imagine they live in a 50/50 world, where everything has hard edges – it is black or white, yes or no, important or not important. There is no gray and no "maybe."
- 3) Ask the seven 50/50 World questions found at the end of this lesson. Ask students to choose one of the two answers provided for each question. Encourage them to choose according to who they really are, not according to the image they wish to portray.

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- 4) Review each question with students, asking for a show of hands of what they decided. For each question, ask students to identify the two values presented (eg. Wealth vs. Personal Growth/Fulfillment). Use their answers to demonstrate the diversity of decisions people can make.
- 5) Tell students that no one chooses the same as you all the time because you are each unique individuals with different values. Define "values" as "what is important to you." Obviously, if you value "security" over "risk," you'll take the \$40,000/year in question (g). Remind students of the importance of taking a snapshot of their values. People who know their values make decisions that match who they are. There are lots of tough choices in life. Knowing your values helps you to make them.

Development Activity A

(10 - 15 minutes)

- 6) Refer to the Values Checklist in each student's Student Portrait Book
- 7) Remind students that this is to be completed exactly as the Interests Checklist was completed in the last activity. In this case, they are identifying the top 10 things they believe are important in their life.
- 8) Ask students to identify their top 10 values from the checklist. On the sheet, have them underline all the words that are important to them. Next, have students go back and select their favorite 10 and place a checkmark in the Your List column. In the end, each student must have identified 10 different personal values.
- 9) Tell students that this is just a snapshot of today – in the future, some of their values will change. That's why we ask them to put the date on the page. Also inform students that they will be showing their top 10 values to other people.

Development Activity B

(10 - 15 minutes)

- 10) Once every student has completed a Values Checklist, prepare them to compare their values to those of others. Inform them that, although no one has the same 10 values they have, they will see that they share at least one value with everyone. Challenge them to find someone with no values the same as theirs. Also inform them that every person is entitled to their own values. It is a rule in this room that everyone will demonstrate respect for other people's values.
- 11) Have students move around the room, comparing their top 10 values to those of other at least five other students. Each time, have students record the other person's values under the available columns on their worksheet. In some classes, you may elect to put students together rather than letting them choose themselves.
- 12) Encourage students to compare to other students for at least 10 minutes. If they can compare to more than five, that is preferred. Once the activity is complete, have students return to their seats.

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Reflective Activity

(15 - 20 minutes)

- 13) Tell students that they are now ready to identify their top 10 motivations. To do this, they are going to combine their 10 interests with their 10 values. At the end, they will have 10 words that define what they want from their life.
- 14) Inform students that a "motivation" is something that energizes you to take action. There are two types of motivations – interests and values. Interests are "outside motivations;" they represent things you like to do in the world around you. Values are "inside motivations;" they represent things you feel are important and that shape your decisions. Each of them now has a list of 20 motivations – 10 interests and 10 values. Their task is to reduce this to a top 10.
- 15) Refer to Snapshot Three in their Student Portrait Book. This is more challenging than the first two snapshots and requires more teacher assistance. As an instructor, you have two choices for how to implement this with your students – a simple exercise and better exercise. Choose the one that best suits your class.
 - a. **SIMPLE EXERCISE:** A simple method for having students combine interests and values is to have them identify their five favorite interests words and their five favorite values words and list them as their Top Ten Motivations. Be sure to remind students that an interest is motivation/energy expressed outside themselves and a value is motivation/energy expressed inside.
 - b. **BETTER EXERCISE:** Provide a demonstration of a person combining their top 10 interests with their top 10 values. A sample is included with this lesson. Have them begin by sorting their 20 words, looking for interest and values words that represent the same motivation. For example, an interest of "money" and a value of "wealth" would probably be combined into one motivation. Some interest or values words will likely be eliminated, as the students are compressing 20 words down into the 10 that energize them the most.
- 16) Remind students that their Values Checklist and their Top 10 Motivations will be evaluated as part of their grade for the *Snapshots TODAY* unit. Inform them of the standards you will apply in your evaluation. The standards for Snapshot Two and Three are listed on page 3 of these lesson plans.

50/50 World Questions

- a. There are two jobs available for you – one that you really like and pays an average wage, and one that you don't like that pays a lot of money. Which job would you take – the interest job or the money job?
- b. You win an all-expenses paid vacation in 50/50 World. You can go to one of two places – Adventureland or Relaxland. In Adventureland, you climb steep mountains, bungee jump, hang glide, scuba dive and explore caves. In Relaxland, you float in the pool, have food/drinks served to you in beautiful settings, watch sunsets, get regular massages and hang around the hot tub. Where would you go – Adventureland or Relaxland?
- c. A whole group of friends are going to do something you find quite boring. On the same night, there is an opportunity to do something on your own that is really fun. What do you pick – friends or fun?
- d. The 50/50 World leader makes you an offer, and the results are guaranteed. You can become very famous and wealthy immediately for 10 years, after which you will be poor and unhealthy for the rest of your life. Or you can be guaranteed a completely healthy life for the next 65 years, with an income that is average. Which do you choose – famous or healthy lifestyle?
- e. Linda and Jeff are both your good friends. In the past three months, they hooked up and have become boyfriend and girlfriend. You find out that Linda has secretly been dating another person and has not told Jeff. Jeff is suspicious and asks you if Linda is fooling around. Do you tell Jeff or don't tell Jeff?
- f. You are offered two similar jobs at the same time (again!), but there is one major difference. One pays unbelievable money but requires you to live in a location that is everything you hate about a place to live. The other allows you to live in a location you think is perfect, but the pay is half of what the other job offers. Would you choose money or location?
- g. You have a million dollars. Unfortunately, you can't have it – you have to invest it and your cash will come from payouts on your investment. You have to decide how to invest your money and you (surprise!) have only two choices. Your first choice is to put all your money in a bank and receive \$40,000/year for the rest of your life. Your second choice is to put it all into a high-risk investment that will either quadruple in one year, giving you an immediate \$4 million in your pocket, or you lose it all. Which would you choose – long-term sure thing or high-risk possible millionaire?

TODAY Snapshot Two Activity
Values Checklist

Values	Your List	One	Two	Three	Four	Five
Achievement						
Adventure/Excitement						
Balance						
Beauty						
Belonging/Team						
Challenge/Competition						
Cleanliness						
Communication						
Community						
Cooperation						
Creativity						
Discipline/Structure						
Education/Learning						
Environment						
Fairness						
Family						
Friendship						
Having Fun/Play						
Health						
Helping Others						
Honesty/Integrity						
Independence/Freedom						
Intellectual Challenge						
Laughter/Humor						
Location						
Love						
Loyalty						
Making a Difference						
Personal Growth						
Physical Challenge						
Power/Control						
Precision						
Recognition						
Reputation						
Responsibility						
Relaxation						
Respect						
Risk Taking						
Security						
Solitude						
Spirituality/Religion						
Variety/Diversity						
Wealth						
Wisdom						
Working Hard						

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TODAY Snapshot Three Activity
Top 10 Motivations

Interests

Top 10 Motivations

Values
